Visual Art Grade Level Expectations

The No Child Left Behind Act of 2001 requires state assessment systems to test students in reading/language arts, mathematics, and science, but the law does not require state-level testing in fine arts. Nonetheless, fine arts remain an integral component of the public-school curricula, and we believe these Expectations provide a valuable tool for local educators.

Art GLEs are grade level benchmarks for the Fine Arts Content Standards in the *Show-Me Standards for Missouri Schools*. It is expected that 80% of students will demonstrate proficiency at the GLE level. As school district's build curriculum documents, it is understood that concepts and skills should be introduced at earlier grade levels, assessed at the GLE level, and continue to be reviewed/reinforced at later grade levels. At each grade level, students should be able to demonstrate the GLEs from previous years as well as those specified for the current grade. Emphasis is placed on skill refinement and increasing control of each media. Students are expected to grow in their ability to select art materials which are best suited for creatively communicating their ideas.

K-5

GLEs are based upon teaching at least 30 minutes per week of half-day Kindergarten art and at least 50 minutes per week of art in grades one through five (or six if in an elementary building).

6-8

GLEs are based upon teaching at least 1500 minutes per year of art in each grade. Depending upon the school's schedule, this art could be alternating periods for a year, or a full semester in each of the three grade levels.

Note: If a district offers only one art course for middle school / junior high, the teacher will follow GLEs for 6th grade.

9-12

GLEs are based upon teaching a full unit of art credit for four consecutive years. Since middle school art is not a pre-requisite to enrollment in high school art, the sequence for content and skills is built upon elementary GLEs. The GLEs are written for four sequential years of general art (2-D & 3-D). Schools may choose to offer four levels/four full years of general art, four years (eight semesters) of different media-specific courses (Drawing, Ceramics...), or a combination of the two. If a district offers media-specific courses such as Drawing or Ceramics, then the teachers select and expand GLEs that are appropriate to their specific media.

Applying Visual Art Grade Level Expectations to District Curricula

When e.g. precedes a list, DESE expects that districts/teachers will select from the list or use similar content.

Safe Use and Responsible Care of Art Tools and Materials

Use tools and art materials in a safe and responsible manner. (Show-Me Standards: FA1; National Standards for K-12: 1d)

Essential Understandings for Strands

Strand	Essential Understanding
Product-Performance	Artists communicate ideas through artworks by selecting and applying media techniques and processes, subject matter, and themes.
Elements and Principles	Artists communicate ideas through artworks by selecting and applying art elements and principles.
Artistic Perceptions	Viewers' respond aesthetically to artworks based upon their personal experience and cultural values. Viewers analyze, interpret, and evaluate the quality of artwork through art criticism.
Interdisciplinary Connections	Visual art is connected to performing arts, communication arts, math, science, and social studies.
Historical and Cultural Context	Visually literate citizens understand the role and functions of art in history and culture. Artists influence and are influenced by the cultures and time periods in which they live.

					S1	RAND I: Pro	duct/Perfor	mance					
1. Selec	t and apply	two-dimens	ional media	, techniques	, and proces	sses to comm	nunicate idea	as and solve	challenging	visual art p	roblems		
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Drawing	Produce a line using crayon, pencil, or marker	Fill an area with solid color/value using crayon, pencil, or marker	Change pressure to create two values using crayon or pencil	Layer two or more colors using crayon, colored pencil, or oil pastel	Create light, medium, and dark values using pencil	Create texture or surface quality using any drawing media	Use pencil or marker to draw a continuous line that describes an object from observation	Use a variety of media such as pencil, pastels, color sticks, and/or markers to create simulated/ implied texture	Create even, continuous, and graduated tones using pencil or colored pencil	Create smooth, continuous value through even pressure Create a range of 4 smoothly graduated values through varied pressure Define edge through variations in pressure or angle Use media in various ways to create simulated and invented textures Use a ruler to create parallel, perpendicular, and converging lines Demonstrate proficiency using a single drawing media	Create a range of 7 smoothly graduated values through varied pressure Blend values/colors to create new values/colors Combine a change in value/color with texture Create a range of 4 graduated values using hatching, cross-hatching, and stippling techniques Use an eraser as a tool to change a value Use blending tools such as stumps and tortillons to modify values Demonstrate proficiency using 3 drawing media (e.g., pencil, charcoal, conte, pastel, oil pastel, marker, pen and ink, colored pencils,	Create a range of 10 smoothly graduated values through varied pressure Create a range of 7 graduated values using hatching, cross-hatching, and stippling techniques Use hatching, crosshatching, and stippling to create texture Use an eraser as a tool to create a range of values Demonstrate proficiency using 4 drawing media (e.g., pencil, charcoal, conte, pastel, oil pastel, marker, pen and ink, colored pencils)	Select and apply drawing media and techniques that demonstrate • sensitivity and subtlety in use of media • engagement with experimentation and/or risk taking • informed decisionmaking
National	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	scratchboard) VA 1	VA 1	VA 1
Standards													
Show-Me Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

					ST	RAND I: Pro	duct/Perfori	mance					
1. Selec	t and apply	two-dimensi	ional media,	techniques,	and process	ses to comm	unicate idea	s and solve	challenging	visual art pr	oblems		
В.	Grade K Not assessed at this level	Grade 1 Apply paint with a dragging, not pushing motion	Grade 2 Paint lines with control of the brush	Grade 3 Apply paint in even strokes to create a water-	Grade 4 Apply water- color paint to wet areas to	Grade 5 Mix a variety of hues to create new colors	Grade 6 Using opaque paint, overlap brush strokes to	Grade 7 Use a variety of brush strokes to create various	Grade 8 Create a variety of colors, tints, and shades by	HS Level 1 Mix tempera/acrylic paints to create	HS Level 2 Mix tempera/acrylic paints to match	HS Level 3 Select and use paint expressively (hard	HS Level 4 Select and apply painting media and techniques
Painting			Clean paint brush before changing colors Mix two colors to create a third color	color/thinned tempera wash. Paint lines and fill in shapes with even color using tempera	blend color (wet- on-wet tech- nique) Using tempera paints, add color to white to create a tint Using tempera paints, add black to a color create a shade	Apply layers of watercolor paint from lightest to darkest colors Using tempera paints, produce a sharp, clear edge between areas of colors	create a smooth and even area of color	textures	mixing pigments	Mix tempera/acrylic paints to create a range of 4 values and levels of intensity Apply paint to create a solid area of color with no visible brushstrokes, change in value or intensity Blend one color/value smoothly into another Demonstrate proper use and cleaning of brushes and palettes Use brushes of various sizes/types	observed hues Demonstrate the following water-color techniques: continuous wash, graduated wash Apply water-color to create simulated and invented textures Select and use appropriate size and brush type (e.g., natural, synthetic, flat, round, bright, small-large sizes)	edge, soft edge, painterly brush strokes) Demonstrate the following water-color techniques: masking, wet on wet, dry brush, glaze, transparent layering, scratch, resist, lifting Mix watercolors to match observed hues	that demonstrate sensitivity and subtlety in use of media engagement with experimentation and/or risk taking informed decisionmaking
National Standards		VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1
Show-Me Standards		FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

					S	TRAND I: Pro	oduct/Perfor	mance						
1. Sele	1. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems Grade K Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 HS Level 2 HS Level 3 HS Level 4													
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4	
C.	Not assessed at	Not assessed at	Not assessed at	Not assessed at	Not assessed at	Not assessed at	Create differ-	Create differ-	Create a com-	Create or mod-	Create or mod-	Create expres-	Select and	
C.	this level	this level	this level	this level	this level	this level	ent types of	ent types of	position of	ify an image	ify an image	sive/	apply digi-	
							lines using	shapes using	lines and	using general	using art soft-	symbolic art	tal/computer	
							general soft-	general soft-	shapes using	software	ware	using art soft-	media that	
							ware	ware	general soft-			ware	demonstrate	
									ware	*General soft-	*Art software		• sensitivity	
							*General soft-	*General soft-		ware refers to a	refers to a pro-	*Art software	and subtlety	
							ware refers to a	ware refers to a	*General soft-	program like	gram such as	refers to a pro-	in use of me-	
ä							program like	program like	ware refers to a	Microsoft	Adobe Photo-	gram such as	dia	
							Microsoft Word, which	Microsoft Word, which	program like Microsoft	Word, which	shop	Adobe Photo-	• engagement	
Digital/Computer							has paint tools	has paint tools	Word, which	has paint tools		shop	with experi-	
							nas panit tools	nas panit tools	has paint tools				mentation	
<u> </u>									nas panit tools				and/or risk	
													taking • informed	
ii.													decision-	
. <u>ie</u>													making	
													making	
													*Art software	
													refers to a pro-	
													gram such as	
													Adobe Photo-	
													shop	
National							VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	
Standards														
Show-Me							FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	
Standards														
	I.	1	1	I.	I.	I	I	1	I	I.	I.	1	1	

Production Pro						STI	RAND I: Pro	duct/Perfor	mance					
Demonstrate a paper making technal m	1. Selec				a, technique				1					
monoprint mother than the process plant weavey going graing process (e.g., conductive, nique (e.g., card-samplin, therm or hand prints, objects) and prints, objects) and prints, objects of the process (e.g., conductive, nique (e.g., card-samplin, therm or hand prints, objects) and prints, objects of the process (e.g., conductive, nique (e.g., card-samplin, therm or hand prints, objects) and prints, objects of the process (e.g., conductive, not only the prints, objects) and prints, objects of the process (e.g., conductive, not only the prints, objects) and prints, objects) and prints, objects of the process (e.g., conductive, not only the prints, objects) and prints, objects) are also prints, objects of the process (e.g., conductive, not only the prints, objects) and prints, objects of the process (e.g., conductive, not only the prints, objects) and prints, objects) are also prints, objects of the process (e.g., conductive, not only the prints, objects) and prints, objects of the process (e.g., conductive, not objects) and prints, objects of the process (e.g., conductive, not objects) and prints, objects of the process (e.g., conductive, not objects) and prints, objects are already objects and prints, objects and prints, objects are already objects and prints, object														
making tech- gramming (e.g., stamping, stampin	D.													
nique (e.g., candagung alternating rows) The proper plate of proper plate of the proper plate of proper p			-									•	•	
stamping, the mind of the many of the mind			Process	*								~ ·		
wood, crassery to produce multiple images British objects) Pows) Pows by the produce multiple images And in pultate mages And i		stamping,			board, glue,		Styrofoam,			ink colors			registering	
Mainpular defects (p. p. decision produce work (e.g., p. weaving, jew-ley-making, weaving, peading). Peading) By Art WAI				_	found objects)	paper plate)		string print)				~ .		
fibers (e.g., the decision making procedus, type of fiber (e.g., waving, jew-lev-making, the fiber and procedus, type in gainple knots, sewing, waving, jew-lev-making, the knots, sewing, waving, beading) **Procedure** **Procedure		prints, objects)		rows)										
ages threading networks, seving, seving, simple serings, pering simple waving, jewelry-making, shotting, pare-making, book arts) The politic proper making, book arts) The proper making book arts, brightly, etching) in graph, etching been adding a splique, book arts) The politic proper making, book arts) The politic proper making, book arts) The proper making book arts, brightly, etching) in graph, etching been adding a splique, book arts) The proper making, book arts, brightly, etching) in graph, etching been adding a splique, book arts) The proper making, book arts, brightly, etching) in graph, etching been adding a splique, book arts) The proper making, book arts, brightly, etching) in graph, etching been adding a splique, book arts, arts, brightly, etching been adding a splique, book arts) The proper making, brightly, etching brightly, etching been adding a splique, book arts) The proper making, brightly, etching														
Pational Val									• •					
knotting, pa- per-making, knotting, pa- per-making, appliqué, book arts) Mational Sandards							ages					- ·	pny, etching)	
Remarking warpping warving, weaving, beading) Remarking warpping, weaving, beading) Remarking warving, weaving, beading with a work or bining different fiber arts materials (e.g., paper, yarn, string, wire, media and the work of media and the weaving, beading with a work of the particular warving warvin									0.0			mg, sengraph	Create a titled.	
The state of the s												Create an		
weaving, beading) Part Pa												edition	signed edition	
The state of the company of the comp														
bining different fiber arts materials (e.g., paper, yarn, string, wire, metal, reed, raffia, fabric, beads, shells, found material) National Standards VA1								beading)		arts)	ting, batik).			
Purper yarn, string, wire, metal, reed, raffia, fabric, beads, shells, found material) **Notional Val Val Val Val Val Val Val Val Val V									arts)				fiber arts	
National VAI	lia													making
National VAI	eg													
National VAI	\mathbf{Z}													
National VAI	er.													
National VAI	, A													
National Standards National Standards National Standards Now-Me FA1	Ò													
National Standards Nation														
National Standards Nation														 sensitivity
Mational Standards National Standards Nation												rial)		
engagement with experimentation and/or risk taking of informed decision-making National Standards Show-Me FA1														
National Standards Nation														
National Standards National Standards Show-Me FA1 FA1 FA1 FA1 FA1 FA1 FA1 FA														
National Standards National Show-Me FA1 FA1 FA1 FA1 FA1 FA1 FA1 FA														
National Standards National Show-Me FA 1 FA														
National Standards National Show-Me FA1														
National Standards VA 1 VA														
National Standards VA 1 VA														
Standards Standards Show-Me FA1														
		VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1
		FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

						STRAND I:	Product/	Performan	ice				
2. Sele			T				1					ual art proble	
A.	Grade K Uses scis-	Grade 1 Use glue	Grade 2 Manipulate	Grade 3 Manipulate	Grade 4 Build or	Grade 5 Combine sim-	Grade 6 Create a	Grade 7 Create an	Grade 8 Create a three-	HS Level 1 Create a	HS Level 2 Create a	HS Level 3 Create a mixed	HS Level 4 Select and apply
A.	sors with control	with con- trol	paper to create low relief (e.g., curling,	paper to create forms (in-the- round)	layer ma- terials to create a relief	ple forms to create a com- plex ob- ject/form (in-	relief art- work by joining two	in-the- round art- work by	dimensional artwork using carving tech- niques. Possi-	sculpture by layering and adhering material or	sculpture using carving techniques. Possible me-	media sculpture using a variety of processes and techniques	sculpture media and techniques that demonstrate:
Other Media	Modeling with clay or a similar material: Create a sphere	Fold paper and identify folded edge Modeling with clay or a similar material: Pinch,	Modeling with clay or a similar material: Roll coils: flatten material into a	Cut a symmetrical shape from a folded piece of paper Modeling with clay or	Apply a variety of paper folding techniques Modeling with clay or a simi-	Use paper joining techniques such as tabs and slits Modeling with clay or a similar material:	or more surfaces (e.g., natu- ral or manufac- tured clays, paper pulp, cardboard, found mate- rials)	joining two or more surfaces using a layering material (e.g., papier mache, paper, plas- tercraft, cardboard, fibers)	ble media choices could include, but are not limited to: clay, wax, soap, plaster, wood, Styro- foam, com- mercially- produced carv- ing blocks	material or objects (e.g., natural or manufac- tured clays, paper, board, plastercraft, papier ma- che, assem- blage)	dia choices could in- clude, but are not limited to: clay, wax, soap, plaster, Styrofoam, commer- cially- produced carving blocks)	Create a functional ceramic piece on the potter's wheel Demonstrate production of a symmetrical form (e.g., cylinder, bowl, or cup)	sensitivity and subtlety in use of media engagement with experimentation and/or risk taking informed decision-making Select and apply
Sculpture, Ceramics,		pull, and roll mate- rial	slab	a similar material: Create ap- plied and impressed textures	lar material; Make organic forms	Build a form using a coil techniques			Modeling with clay or a similar material: Create a three-dimensional artwork demonstrating appropriate joining	ramics using a hand-building process (e.g., pinch, coil, slab); joining techniques, and a uniform thickness	Create ceramics combining hand-building processes (e.g., pinch, coil, and/or slab), joining techniques and uniform thickness throughout product Demonstrate consistent glaze application	Demonstrate use of an alternative decorative finish (e.g., sgraffito, slip painting, incising, or Mishima)	Select and apply ceramics media (e.g., clay body, decorative finish) and techniques that demonstrate: • sensitivity and subtlety in use of media • engagement with experimentation and/or risk taking • informed decision-making
National Standards	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1
Show-Me Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

					ST	RAND I: Pro	oduct/Perfor	mance					
3. Com	municate id	eas about si	ubject matte	er and theme	s in artwork	s created fo	r various pu	rposes					
A.	Grade K Portrait: Create an original picture	Grade 1 Portrait: Create an original art-	Grade 2 Still Life: Create an original still	Grade 3 Figure: Create an original art-	Grade 4 Portrait: Create facial features in	Grade 5 Portrait: Create a portrait from ob-	Grade 6 Create original artwork using the following	Grade 7 Create original artwork using the following	Grade 8 Create original artwork using the following	Create original artworks using the following	Communicate ideas through the creation of	Combine subject matter in original art-	HS Level 4 Select subject matter to communicate
Subject Matter: Fine Art	of self or other person Landscape: Create a picture showing outside Non-Objective: Create a design using lines	work showing family members Still Life: Create a still life with one object (e.g., toy, food, game, sports equipment, backpack, lunchbox)	life from observation Landscape: Create an original landscape	work of a figure in an action pose Landscape: Create an original cityscape Non-Objective: Create an original artwork using line, shape and color	Exaggerate, distort, or simplify features to create an abstract portrait Still Life: Exaggerate, distort, or simplify observed objects to create an abstract still life Landscape: Create an original seascape	Still Life: Create a still life from ob- servation that shows the illusion of form Landscape: Create an original out- door scene to show the illu- sion of space	subjects: • realistic portrait • abstract portrait	subjects: • human figure • still life from observation	subject: • realistic landscape • abstract landscape	as subject matter: • portrait • still life • landscape • non-objective • architecture	a: portrait still life landscape non- objective architecture	works to communicate ideas (e.g., figure and/or architecture in a landscape)	personal ideas through a se- ries of original, related works
National Standards	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1
Show-Me Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

					ST	RAND I: Pro	duct/Perfor	mance							
3. Com	3. Communicate ideas about subject matter and themes in artworks created for various purposes														
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4		
B.	Not assessed at this level	Design wear- able art (e.g., masks, jew-	Design a build- ing that serves a function in	Create a container (e.g., paper box, clay	Create an example of graphic art	Create an original building based upon	Illustrate text	Not assessed at this grade level	Create an original functional object	Create a func- tional artwork based upon a	Create an original functional artwork	Create an original functional artwork	Create a series of original, related, func-		
Subject Matter: Functional Art		elry, paper hats, decorat- ing tee shirts, costumes, face painting)	the community and includes building parts (e.g., roof, walls, door, windows, sur- face material)	pot, fiber bas- ket)	(e.g., poster, illustration, advertisement, greeting card)	elements of architectural styles (e.g., type of roof, dome, column, arch, windows, porches, tower, stairs, ramp)			tional object	cultural exam- ple	that expresses a culture	that communicates a personal idea	tional artworks that communi- cates a per- sonal idea		
National Standards		VA 1	VA 1	VA 1	VA 1	VA 1	VA 1		VA 1	VA 1	VA 1	VA 1	VA 1		
Show-Me Standards		FA 1	FA 1	FA 1	FA 1	FA 1	FA 1		FA 1	FA 1	FA 1	FA 1	FA 1		

					ST	RAND I: Pro	duct/Perfori	mance							
3. Com	3. Communicate ideas about subject matter and themes in artworks created for various purposes														
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4		
C.	Create original artwork that communicates	Create original artwork that communicates	Create an origi- nal artwork that communicates	Create an origi- nal artwork that communicates	Create an origi- nal artwork that communicates	Create an origi- nal artwork that communicates	Create an origi- nal artwork that communicates	Create an origi- nal artwork that communicates	Create an origi- nal artwork that communicates	Create original artwork that communicates	Create an origi- nal artwork that communicates	Create original artwork that communicates	Develop a theme through a series of original art-		
Theme	ideas about the following themes: • People (e.g., self, family, friends) • Indoors (e.g., classroom, kitchen, bedroom) • Outdoors (e.g., seasons, nature)	ideas about the following themes: • People (e.g., self, family, friends) • Animals (e.g., pets, farm, zoo, wild) • Things (e.g., toys, tools, food)	ideas about the following themes: Nature Places (e.g., school, home, stores, neighborhood, countryside)	ideas about the following themes: • Community • Group identity (e.g., family, classroom, groups, scouts, sports teams)	ideas about the following themes: • Missouri • The Environment • Time (e.g., past, present, future)	ideas about the following themes: • United States • Patriotism • World • Time (e.g., past, present, future)	ideas about the following themes: • Functions of Art in Culture (e.g., celebrate rites of passage, teach history and/or religion, decorate useful objects) • Personal Identity	ideas about the following themes: • Group Identity • Nature	ideas about the following themes: • Environment • Time (e.g., past, present, future)	ideas through themes (e.g., identity, power, time, nature, illusion)	ideas through the following themes (e.g., cultural identity, social commentary, ceremony/ritual, myth/legend, reflection/ transparency)	ideas through themes (e.g., national identity, spirituality, vision, progress, human condi- tion, narrative)	works that communicates personal ideas • Addresses complex visual and/or conceptual ideas • Shows imaginative, inventive approach, experimentation, risk taking, sensitivity and/or subtlety		
National Standards	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1	VA 1		
Show-Me Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1		

					STRAN	ID II: Eleme	nts and Prince	ciples (EP)						
1. Select and use elements of art for their effect in communicating ideas through artwork														
A.	Grade K Identify and use lines	Grade 1 Identify and use straight, curved, thick,	Grade 2 Identify and use zigzag, dotted, and	Grade 3 Identify and use horizontal, vertical, and	Grade 4 Identify and use outlines	Grade 5 Identify and use contour lines	Grade 6 Identify and use converging lines	Grade 7 Identify and use rhythmic lines	Grade 8 Identify and use varied line quality	HS Level 1 Identify and use weighted contour, paral-	HS Level 2 Identify and use hatching, crosshatching,	HS Level 3 Identify and use gesture lines and im-	Use line expressively to communicate	
Line		and thin lines	wavy lines	diagonal lines			Identify and use contour lines to define a complex object			lel, and per- pendicular lines	stippling, and calligraphic lines	plied lines	ideas	
National Standards	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	
Show-Me Standards	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	

					STRAN	D II: Elemer	nts and Princ	iples (EP)							
1. Sele	STRAND II: Elements and Principles (EP) 1. Select and use elements of art for their effect in communicating ideas through artwork														
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4		
В.	Identify and use	Identify and use	Identify and use	Differentiate	Identify and use	Identify and use	Identify and use	Identify and use	Identify and use	Differentiate	Identify and use	Identify and use	Use shapes ex-		
В.	shapes	triangle, circle,	geometric shapes	between shapes and forms	organic (free- form) shapes	symbolic shapes	complex shapes	rhythmic shapes	varied shapes	between and use geometric and	complex shapes	implied shapes	pressively to communicate		
	Categorize shapes	square, rectangle and oval shapes		and forms	ioiii) shapes		such as people, animals, vehicles			organic (free-			ideas		
	as large and small						, , , , , , , , , , , , , , , , , , , ,			form) shapes			12232		
		Categorize													
S		shapes as small,													
Shapes		medium, and large													
lh		im ge													
9 2															
National	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2		
Standards															
Show-Me	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2		
Standards															

					STRAN	D II: Elemer	nts and Princ	ciples (EP)						
1. Selec	1. Select and use elements of art for their effect in communicating ideas through artwork													
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4	
C.	Not assessed at	Identify and	Identify and	Identify and	Identify and	Identify and	Not assessed at	Differentiate	Identify and	Identify and	Identify and	Identify and	Use forms	
C.	this level	use form	use geometric	demonstrate	demonstrate	use the illusion	this grade level	between and	use a range of	use high and	use form in-	create complex	expressively to	
			forms: sphere,	sculpture-in-	relief sculpture	of form: cube,		demonstrate	values to cre-	low relief	the-round	form in-the-	communicate	
			cube, cylinder,	the-round		sphere, cylin-		high and low	ate the illusion			round	ideas	
			and cone		Identify and	der, and cone		relief	of form	Identify and	Identify and			
					use organic					use illusion of	demonstrate	Identify and		
⊑					form					form: sphere,	the illusion of	demonstrate		
										cube, cone,	complex form	the illusion of		
F0										and cylinder	in a two-	transparent		
											dimensional	and reflective		
											artwork	forms in two-		
												dimensional		
												artwork		
National		VA 2	VA 2	VA 2	VA 2	VA 2		VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	
Standards														
Show-Me		FA 2	FA 2	FA 2	FA 2	FA 2		FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	
Standards														

					STRAN	D II: Eleme	nts and Prin	ciples (EP)					
1. Selec	ct and use ele	ements of a	art for their e	effect in com	municating i	ideas throug	h artwork						
D.	Grade K Not assessed at this grade level	Grade 1 Identify and use texture	Grade 2 Identify and use actual	Grade 3 Identify and use invented	Grade 4 Not assessed at this grade level	Grade 5 Identify and use implied or	Grade 6 Identify and use real/actual	Grade 7 Identify and use implied or	Grade 8 Identify and use invented	HS Level 1 Identify and use real, in-	HS Level 2 Identify and create simu-	HS Level 3 Contrast textures within	HS Level 4 Use textures expressively to
Texture			texture	textures		simulated textures	texture	simulated texture	texture	vented and simulated textures	lated textures from observa- tion	the same art- work	communicate ideas
National Standards		VA 2	VA 2	VA 2		VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards		FA 2	FA 2	FA 2		FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

					STRAI	ND II: Elemer	nts and Prin	ciples (EP)					
1. Selec	t and use el	ements of a	rt for their e	ffect in com	municating	ideas throug	h artwork						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
E.	Identify and	Identify and	Identify and	Identify and	Identify and	Identify and	Identify and	Identify and	Identify and	Identify and	Identify and	Identify and	Use color ex-
⊏.	use color	use primary	use secondary	use warm and	use tints and	use intermedi-	use mono-	use analogous	use comple-	use color the-	use color the-	use arbitrary	pressively to
		colors	colors	cool colors	shades	ate and neutral	chromatic	colors	mentary colors	ory including	ory including	color and	communicate
						colors	colors			color value,	color intensity	symbolic color	ideas
										and color	and split-		
						Identify the				schemes	complemen-		
0 r						arrangement of				(analogous,	tary color		
Color						colors on a				monochro-	scheme		
C C						color wheel				matic, and			
										complemen-	Identify and		
										tary)	use local color		
National	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2
Standards													
Show-Me	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2
Standards													

					STRAN	ID II: Elemei	nts and Prin	ciples (EP)					
1. Sele	ct and use ele	ements of a	art for their e	ffect in com	municating	ideas throug	h artwork						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
F.	Not assessed at	Identify and	Identify and	Not assessed at	Identify and	Not assessed at	Identify and	Not assessed at	Identify and	Identify and	Identify and	Identify and	Use value
Г.	this grade level	use value	use light and	this grade level	demonstrate a	this grade level	demonstrate	this grade level	use a range of	use a range of	use a range of	use a range of	expressively to
			dark values		value scale		color value		values	values to cre-	values to cre-	values to cre-	communicate
							(tints and			ate the illusion	ate the illusion	ate the illusion	ideas
							shades)			of simple	of complex	of form	
										forms (includ-	forms	through obser-	
ne							Identify and			ing highlights		vation of	
Valı							demonstrate a			and cast shad-		transparent	
							value scale			ows)		and reflective	
												objects	
National		VA 2	VA 2		VA 2		VA 2		VA 2	VA 2	VA 2	VA 2	VA 2
Standards													
Show-Me		FA 2	FA 2		FA 2		FA 2		FA 2	FA 2	FA 2	FA 2	FA 2
Standards													

					STRAN	ID II: Elemei	nts and Prin	ciples (EP)					
1. Selec	t and use ele	ements of a	rt for their et	ffect in comr	municating i	deas through	n artwork						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
G.	Not assessed at this grade level	Identify and demonstrate	Identify and use foreground	Identify and use middle	Identify and use placement	Identify and use converging	Identify and use positive	Identify and use positive	Identify and use one-point	Identify and use positive	Identify and use positive	Design negative and posi-	Use space expressively to
		the use of space	and back- ground to cre- ate illusion of space	ground, over- lapping, and change of size to create illu- sion of space	and change in detail to create illusion of space	lines to create the illusion of space	and negative shapes in two- dimensional work	and negative forms in three- dimensional work	linear perspec- tive to create the illusion of space	and negative space in two- dimensional work	and negative space in three- dimensional work	tive space from all viewpoints in three- dimensional work	communicate ideas
Space				•	Identify and use positive and negative space	use a single horizon line				Identify and use perspective techniques to create the illusion of space (one-point linear perspective, overlapping, and change of size, detail, placement, value	Identify and use perspective techniques to create the illusion of space (two-point linear perspective, overlapping, and change of size, detail, placement, value,	From observa- tion, identify and use appro- priate perspec- tive techniques to create the illusion of space	
National Standards		VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	vA 2	va 2	VA 2	VA 2
Show-Me Standards		FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

					STRA	ND II: Eleme	ents and Prin	ciples (EP)					
2. Sele	ect and use	principles of	art for their	effect in cor	nmunicating	ideas throu	gh artwork						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
A.	Not assessed at this level	Identify and demonstrate the concept of	Not assessed at this level	Identify and use symmetrical (formal)	Identify and use radial balance	Identify and use asymmetrical (informal)	Identify and use symmetri- cal (formal)	Identify and use radial balance	Identify and use asymmetrical (informal)	Differentiate among and use symmetrical	Use elements to create com- positional bal-	Use balance to support the communication	Use balance expressively
Balance		middle or center		balance		balance	balance		balance	(formal), asymmetrical (informal), and radial balance	ance	of an idea	
National Stan- dards		VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Stan- dards		FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

					STRAI	ND II: Eleme	nts and Prin	ciples (EP)					
2. Sele	ct and use p	rinciples of a	art for their e	effect in com	municating	ideas throug	h artwork						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
В.	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Identify and create center of interest (focal point)	Not assessed at this level	Not assessed at this level	Identify and use center of interest (focal point)	Not assessed at this level	Identify and create empha- sis (focal point) through contrast and convergence	Identify and use emphasis (focal point) through isola- tion and loca- tion	Use emphasis to support the communication of an idea	Use emphasis expressively
Emphasis													
National Standards					VA 2			VA 2		VA 2	VA 2	VA 2	VA 2
Show-Me Standards					FA 2			FA 2		FA 2	FA 2	FA 2	FA 2

					STRAN	ID II: Eleme	ents and Princ	iples (EP)					
2. Selec	t and use pr	inciples of a	rt for their	effect in com	municating	ideas throu	gh artwork						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
C.	Not assessed at	Not assessed at	Identify and	Identify and	Identify and	Identify and	Identify and		Identify and	Identify and	Identify and	Use contrast to	Use contrast
C.	this level	this level	use color con-	use size con-	use value con-	use texture	use shape, line,		use color and	use variation	vary elements	support the	expressively
			trast	trast	trast	contrast	and size con-		value contrast	within a single	in the same	communica-	
							trast			element to	work to create	tion of an idea	
										create contrast	contrast (e.g.,		
-										(e.g., different	different val-		
trast										values),	ues and differ-		
į										asymmetrical (informal), and	ent textures)		
Cont										radial balance			
Ö										radiai barance			
National			VA 2	VA 2	VA 2	VA 2	VA 2		VA 2	VA 2	VA 2	VA 2	VA 2
Standards													
Show-Me			FA 2	FA 2	FA 2	FA 2	FA 2		FA 2	FA 2	FA 2	FA 2	FA 2
Standards													

					STRAN	ID II: Eleme	nts and Prin	ciples (EP)					
2. Selec	t and use pr	inciples of a	rt for their e	effect in con	nmunicating	ideas throu	gh artwork						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
D.	Identify and	Identify and	Identify and	Not assessed	Not assessed	Not assessed	Not assessed	Identify and	Identify and	Identify and	Identify and	Use rhythm to	Use rhythm
	use a pattern by repeating a	create an al- ternating pat-	create a com- plex pattern	at this level	at this level	at this level	at this level	use regular rhythm	use progres- sive rhythm	use elements to create regu-	use elements to create pro-	support the communica-	expressively
	single shape,	tern (abab)	piex pattern					myumi	Sive mythin	lar rhythm	gressive	tion of an idea	
, <u>i</u>	line, or color	tern (ueue)								iui iii yuuu	rhythm	tion of an idea	
Rhythm/Repetition													
National Standards	VA 2	VA 2	VA 2					VA 2	VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards	FA 2	FA 2	FA 2					FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

					STRAN	ID II: Elemer	nts and Prin	ciples (EP)					
2. Select	t and use pr	inciples of a	rt for their e	ffect in com	municating	ideas throug	gh artwork						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Unity :	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Not assessed at this level	Explain how elements and principles create unity in artworks	Identify and create unity through ele- ments and principles	Use unity to support the communica- tion of an idea	Use unity to support the personal ex- pression of an idea
National Standards										VA 2	VA 2	VA 2	VA 2
Show-Me Standards										FA 2	FA 2	FA 2	FA 2

					STRAN	D II: Eleme	nts and Prin	ciples (EP)					
2. Selec	t and use pr	inciples of a	art for their e	ffect in con	nmunicating	ideas throu	gh artwork						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
F.	Not assessed at this level	Identify realistic facial proportions	Identify and use relative size (realistic	Create facial features in realistic pro-	Not assessed at this level	Identify and use appropriate scale rela-	Identify and use realistic facial propor-	Identify and use realistic figure propor-	Identify and use foreshort- ened figure	Use facial and/or figure proportions			
u					Fernous	scale)	portion		tionship	tions	tions	proportions	expressively
Proportion													
National Standards					VA 2	VA 2			VA 2	VA 2	VA 2	VA 2	VA 2
Show-Me Standards					FA 2	FA 2			FA 2	FA 2	FA 2	FA 2	FA 2

Track K Grade 1 (Grade) Track K Grade 2 (Grade) Track K Grade 1 (Grade) Track K Grade 2 (Grade) Track K Grade 1 (Grade Canacian) Track K Grade 1 (Grade Canacian) Track K Grade 1 (Grade Canacian) Track K Grade 2 (Grade Canacian) Track K Grade 1 (Grade Canacian) Track K Grade 1 (Grade Canacian) Track K Grade 1 (Grade Canacian) Track K Grade 2 (Grade Canacian) Track K Grade 2 (Grade Canacian)						STRA	ND III: Arti	stic Percepti	ons (AP)					
Discuss and develop answers to questions about articles to the same artwork hased upon the student's life experience Not assessed at fixed plan and the first level of the same artwork hased upon the student's life experience Not assessed at this level of the interval of the same artwork hased upon the student's life experience Not assessed at this level or the art responses to questions about articles when the same artwork hased upon the student's life experience Not assessed at this level or the art responses to questions about articles and develop answers to questions about articles the same artwork and the same artwork and the same artwork and the proposed in the propose of the first and the explain how the same artwork and the same artwork and the propose of the same artwork and the propose of the same artwork and the explain how the same artwork and the explain how the same artwork and the contrast articles to artworks from the propose of the same artwork and the same artwork and the propose of the same artwork and the explain how the call the same artwork and the contrast articles to artwork and the contrast articles	1. Inves	tigate the na	ature of art a	and discuss	responses to	o artworks								
of dealy for an artwork based upon the student's life experience The same artwork are artwork as a series of the same artwork		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
works of the point estudent's life experience What is arry should arr work based upon the student's life experience What is arry should	^	Not assessed at	Discuss a re-	Explain differ-	Compare dif-	Discuss and	Discuss and	Discuss how	Discuss and	Discuss how	Discuss per-	Discuss how		Discuss the
artwork based upon the student's life experience works What is art? South as: What is art? South as: Compare how the environ-ment, business, and every is an artwork so fart works from various cultures are based on both personal experience ence and group beliefs What is art? Should art works from various cultures are based on both personal experience ence and group beliefs What is art? What is art? What is art? Should art works from various cultures are based on both personal experience ence and group beliefs What is art? Should art works from various cultures beliefs and the environ-ment, business, value of art works o	A.	this level	sponse (feeling		ferent re-	develop an-	develop an-	different cul-	develop an-		sonal beliefs	perceptions in		
works dent's life experience What is art? What is art? What is art? What is work special, valuable or good? What is art? Should art look real? should art look real? Should art					sponses stu-		swers to ques-	tures have				art reflect	different	
experience Same artwork What is arrive experience What is a marked work special, valuable or good? Should art works from various cultures are based on both personal experience and group beliefs Should art works from various cultures are based on both personal experience and group beliefs VA 3 VA			artwork based	different art-	dents may	tions about art,	tions about art,	different con-	tions about art:	ently to spe-	ture of art	community		liefs about the
works from various cultures are based on both personnes of class members to realistic, and shrard, and non-objective artworks VA3			upon the stu-	works	have to the	such as:	such as: Who	cepts of beauty	What is art?	cific American		and/or culture	respond to	nature of art
beauty? work special, valuable or good? Work special, valuable or good? Should art works from various cultures are based on both personal experience and group beliefs What is art works What is art works What is art works What is art works of art work of art work of art work or earlistic, abstract, and non-objective artworks What is art works What is art works of art work of art work of art work or earlistic, abstract, and non-objective artworks What is art? Why do responses to works of art work of art work or earlistic, abstract, and non-objective artworks What is art? Why do responses vary? Who decides whith the art was created What is art? Why do responses vary? Who decides what makes an artwork special, valuable or good? Was VA3			dent's life		same artwork	• What is art?	decides what		 Should art 	artworks based	Define aesthet-	beliefs and	artworks that	
Valuable or good? Valuable or g			experience			What is	makes an art-	Explain how	look real?	upon their sub	ics as the	values	express themes	Discuss how
valuable or good? Valuable or good? valua						beauty?	work special,	responses	Should art	group (e.g.,	branch of phi-		(e.g., national	personal and
## Should art works from various cultures are based on both personal experisone ence and group beliefs ## Was Vas Vas Vas Vas Vas Vas Vas Vas Vas V								(feelings or		race, gender,	losophy that	Compare how	identity, spiri-	cultural beliefs
works from various cultures are based on both personal experience and group beliefs VA3							good?	ideas) to art-		attitude toward	deals with the	responses to	tuality, vision,	influence the
various cultures are based on both personal experience and group beliefs Various cultures are based on both personal experience and group beliefs Various culture in the same of the meanting many age, religion, economic status, or level of culture in two realistic, abstract, and non-objective artworks Various culture in two realistic, abstract, and non-objective artworks Various culture in two realistic, abstract, and non-objective artworks Various culture in two responses vary?								works from		the environ-	nature and	works of art	progress, and	interpretation
on both personal experience and group beliefs or value of a member of the swers to questions about art, such as: • Why do responses vary? • Why do responses vary? • Who decides what makes an artwork special, valuable or good? National Standards VA3								various cul-		ment, business,	value of art	differ based on	human condi-	of the mean-
on both personal experience and group beliefs VA3									Compare and	immigrant		whether the	tion)	ing, message,
National Show-Me FA3	S							on both per-	_	group, age,	Discuss and	viewer is a		or value of a
National Show-Me FA3	eti							sonal experi-		religion, eco-	develop an-	member of the		work of art
National Show-Me FA3	ਬੁੱ							ence and group		nomic status,	swers to ques-			
National Show-Me FA3	es z							beliefs		or level of	tions about art,	which the art		
National Standards PA3 FA3 FA3 FA3 FA3 FA3 FA3 FA3 FA3 FA3 F	¥									education)	such as:	was created		
National Show-Me FA3	·								,		• What is art?			
National Standards National Show-Me FA 3 FA 3											Why do			
National Show-Me FA3 FA3 FA3 FA3 FA3 FA3 FA3 FA									urtworks		-			
National Standards VA 3 FA 3														
National Standards National Show-Me FA 3											· ·			
National Show-Me FA 3 FA														
National Show-Me FA 3 FA														
National Standards VA 3 VA 3 <th></th>														
National Standards VA 3 VA 3 <th></th>														
National Standards VA 3 VA 3														
Show-Me FA 3			VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3	VA 3		VA 3	VA 3	VA 3
	Standards													
Standards			FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3
	Standards													

						STRA	AND III: Art	istic Percepti	ions (AP)				
2. Analy				art vocab									
	Grade	Grade	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
A.	K Identify the sub- ject of artworks	Identify the fol- lowing in artworks: Lines, Shapes, Colors, Patterns	Identify the following in artworks: Geometric shapes, Geometric forms, Foreground and background, Real textures, Contrast/	Identify the following in artworks: Warm and Cool Colors, Symmetrical Balance, Invented textures, Horizontal, Diagonal, and vertical lines.	Describe the use of the following in artworks: Outlines, Organic shapes, Organic forms, Tints and shades, Values, Positive and	Describe the use of the following in artworks: Contour lines, Symbolic shapes, Illusion of form, Implied/ simulated textures, Intermediate	Identify the type of artwork (e.g., painting, drawing, print, sculpture) Identify and explain symbolism or message communicated in an artwork Match the art-	Describe the artwork and subject matter Describe elements (line, form, shape, color, value, texture, space) and principles (balance, emphasis, contrast, rhythm) as they are used in art-	Describe artwork in detail Analyze the use of elements and principles used in artworks Interpret the meaning of work Judge the work from each aesthetic theory:	With one artwork: describe artwork; analyze the use of elements and principles in the work; Interpret the meaning of the work (subject, theme, symbolism,	Compare and contrast two artworks: describe artwork analyze the use of elements and principles in the work Interpret the meaning of the work (subject, theme, symbolism, mes-	Compare and contrast student artwork with professional artworks or masterpieces: describe artwork Analyze the use of elements and principles in the work Interpret the meaning of the work (subject.	Use the following process with a body of work (portfolio) Describe artwork Analyze the use of elements and principles in the work Interpret the meaning of the work (subject, theme,
Art Criticism	VA3	VA 3	variety of colors	Contrast/ variety of sizes	negative space, Radial bal- ance, Center of interest/focal Point, Contrast/ variety of values, Complex patterns, Facial proportions	and Neutral colors, Asymmetrical Balance, Contrast /variety of textures, Perspective: change in size, Point of view	work with an aesthetic theory: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)	works Interpret the subject and theme, supporting them with the artist's use of elements and principles Select an aesthetic theory and explain why it best fits the artwork: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism) Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism) VA 3	Showing a real or idealized image of life (Imitationalism; Expressing feelings (Emotionalism/ Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)	message communicated); Judge the work from various perspectives: Showing a real or idealized image of life (Imitationalism); Expressing feelings (Emotionalism/ Expressionism); Emphasis on elements and principles (Formalism); Serving a purpose in the society or culture (Functionalism)	sage communicated) Judge the work from various perspectives Showing a real or idealized image of life (Imitationalism) Expressing feelings (Emotionalism/ Expressionism) Emphasis on elements and principles (Formalism) Serving a purpose in the society or culture (Functionalism)	theme, symbolism, message communicated) Judge the work from various perspectives Showing a real or idealized image of life (Imitationalism) Expressing feelings (Emotionalism/ Ex- pressionism) Emphasis on elements and principles (For- malism) Serving a purpose in the society or culture (Functionalism)	symbolism, message communicated) Showing a real or idealized image of life (Imitationalism) Expressing feelings (Emotionalism/ Expressionism) Emphasis on elements and principles (Formalism) Serving a purpose in the society or culture (Functionalism)
Standards	VAJ	VA 3	VAL 3	IAS	TA J	'AJ	IAJ	VAS	143	TAL J	143	IAJ	IAS
Show-Me Standards	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3

	STRAND IV: Interdisciplinary Connections (IC)												
1. Expl	ain connecti	ons betweel	n visual art a	and performi	ng arts								
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
A.	Use physical movement in dance to inter-	Relate cos- tumes in thea- tre to clothing	Compare pat- terns in music to patterns in	Compare the art and music of a particular	Explain how a play or skit could be in-	Compare a work of art to a work of music	Compare and contrast music and art from	Explain how art is used in designing sets	Compare and contrast examples of Ameri-	Connect mean- ings of ele- ments in art	Connect the characteristics of art and mu-	Use theatre techniques to present infor-	Select and present music that expresses
Connecting Visual and Performing Arts	pret line in artwork	design	artworks	culture	spired by a work of art (e.g., painting or statue)		the same culture	in film, televi- sion, or live theater	can art and music	with terms in music, theatre, or dance	sic created in the same cul- ture or time period (e.g., Harlem Ren- aissance and jazz, Native- American art and music, Asian art and music, Latino art and music)	mation in art (e.g., voice, stage presence, props, video, script-writing, set)	personal art- work
National standards	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6
Show-Me Standards	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4

					STRAND	IV: Interdisc	ciplinary Cor	nnections (I	C)				
2. Expla	ain the conn	ections betw	veen Visual A	Art and Comi	munication A	Arts, Math, S	cience or So	cial Studies					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Α.	Explain how	Explain how	Explain the	Explain how	Explain how	Explain how	Explain how	Explain the	Explain how	Explain how	Explain how	Explain how	Explain how
A.	stories can be	patterns in art	connection	the math prin-	George Caleb	American art-	artworks re-	relationship	events and	historical	historical	historical	contemporary
	told in pictures	are similar to	between	ciple of sym-	Bingham and	ists expressed	flect the cul-	between illus-	ideas in United	events and	events and	events and	events and
and	and/or words	patterns in	American In-	metry is used	Thomas Hart	the idea of	tures in which	tration and	States history	social ideas are	social ideas are	social ideas are	social ideas are
ह इ		math.	dian culture	in art	Benton re-	patriotism	they were cre-	written text.	are communi-	reflected in	reflected in	reflected in	reflected in
r i			and art		flected life in		ated		cated through	artworks from	artworks from	artworks from	student art-
< ₹ ₹					Missouri				artworks	selected cul-	selected cul-	selected cul-	works
50 S										tures or his-	tures or his-	tures or his-	
										torical time	torical time	torical time	
ec lec										periods.	periods.	periods.	
Connecting Non-Art St													
National standards	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6	VA 6
Show-Me	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4
Standards													
1	1	1	1		1			l .	1	I	1	1	1

					ST	RAND V: Hist	orical and Cu	Itural Contex	ts (HC)				
1. Comp	are and	contrast	artworks fr	om differen	t historical ti	me periods a	nd/or culture	es					
Λ	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
Α.	Not assessed at this	Identify works of art from:	Identify works of art from:	Identify works of art from:	Identify works of art from: • United States	Identify works of art from: • United States	Identify works of art from: • Ancient	Identify works of art from: • Europe (Real,	• Identify works of art from United States	Identify art- works from the following:	Identify artworks from the following:	Identify art- works from the following:	Select and re- search peri- ods/movements
Historical Period or Culture	grade level	• United States • Europe (Cave) • Asia	United States(Native American)Egypt	United StatesEurope (Realistic)Africa	(Realistic: Missouri, Westward Expansion) • Europe (Abstract)	(Painting, Architecture) • Europe (Painting, Architecture)	Greece/Rome/ Egypt Pre- Columbian Americas (e.g., Aztec, Inca, Maya) • Africa • Asia	Abstract, Non- Objective) • United States (Real, Ab- stract, Non- Objective)	(Native American, Painting, Sculpture, Ar- chitecture)	 Ancient Greece/Rome Renaissance Impressionism Post- Impressionism Pop Art Op Art 	 Cubism American Regionalism Abstract Expressionism Native-American Latino Asia 	 German Expressionism Surrealism Photorealism Post-Modern 	of art that align with portfolio development
National standards	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4
Show-Me Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5

					ST	RAND V: Histo	orical and Cu	Itural Contex	cts (HC)				
1. Comp	pare and	contrast	artworks fro	om different	t historical ti	ime periods a	nd/or culture	es					
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	HS Level 1	HS Level 2	HS Level 3	HS Level 4
	Not assessed at this	Compare and con- trast two	Compare and contrast two artworks on:	Compare and contrast two artworks on:	Compare and contrast two artworks on:	Describe the evolution of an artist's body of							
	grade level	artworks on:	Subject mat- ter	Subject mat- ter	Subject matter	Time	Time	Time	Time	Time	Time	Time	work over time Explain an art-
ks		Subject matter	Media	Media	Media	Place	Place	Place	Place	Place	Place	Place	ist's place in historical con-
Artworks		Use of line,	Use of line,	Use of line,	Use value and space	Subject matter	Subject matter	Subject matter	Subject matter	Artist	Artist	Artist	text
		color, and shape	color, shape, and texture	color, shape, and texture	Theme	Media	Theme	Theme	Theme	Subject matter	Subject matter	Subject matter	
to so			Theme	Theme	Purpose of art	Use of elements	Characteristics	Characteristics	Characteristics	Theme	Theme	Theme	
risti			Purpose of art in culture	Purpose of art	in culture	Theme	Cultural context	Cultural context	Material/ Tech- nology	Characteristics	Characteristics	Characteristics	
Characteristics				in culture	Place	Purpose of art in culture			Ideas and beliefs	Material/ Tech- nology	Material/ Tech- nology	Material/ Tech- nology	
har				Place		Use of materials			of culture	Ideas and beliefs	Ideas and beliefs	Ideas and beliefs	
						and technology			Function of art in cul-	of culture	of culture	of culture	
									ture/society	Function of art in cul- ture/society	Function of art in culture/society	Function of art in cul- ture/society	
National standards		VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4	VA 4
Show-Me Standards		FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5